

Academic vs. Domain-specific Vocabulary

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Shift happens...



- Balancing Informational and Literary Texts
- Building Knowledge in the Disciplines
- Staircase of Complexity
- Text-based Answers
- Writing from Sources
- Academic Vocabulary

Shift 6: Vocabulary



Students constantly build the vocabulary they need to access grade level complex texts:

- Teachers focus strategically on comprehension of pivotal (domain specific) words.
- Teachers focus strategically on comprehension of commonly found (academic) words (such as "discourse," "generation," "theory," and "principled").

Teachers constantly build students' ability to access more complex texts across the content areas.

Shift 6: Vocabulary



What the student does:	What the teacher does:
Use high octane words across content areas	Develop students' ability to use and access words
Build “ language of power ” database	Be strategic about the new vocabulary words
	Work with words students will use frequently
	Teach fewer words more deeply

Characteristics of Effective Vocabulary Instruction



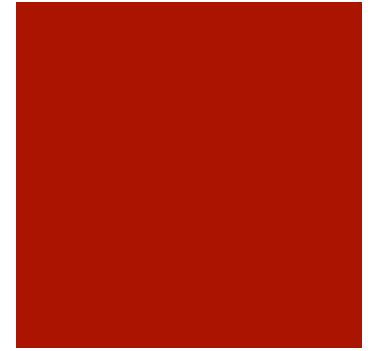
- “High frequency” word lists, used my many, have inherent problems.
 - These lists do not address the difficulty, appropriateness, or relevance of a word to a concept. (Disconnected Learning)
- Effective vocabulary instruction begins with this most important declaration: **Dictionary definitions should not be the first exposure for students to new words.**

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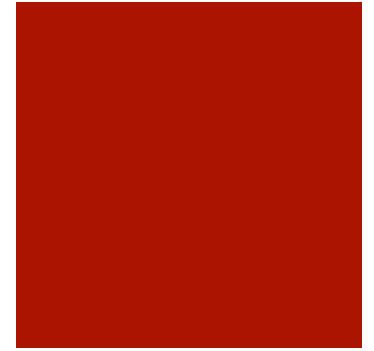
- Students must have **multiple exposures** to words and word meanings.
- Students must be provided the **opportunity to discuss the words** they are learning.
- **Content-specific terms are most helpful in building academic vocabulary.**

Marzano's Six Steps



1. The teacher provides a description, explanation, or example of the new term.
2. Students restate the explanation of the new term in their own words.
3. Students create a nonlinguistic representation of the term.
4. Students periodically do activities that help them add to their knowledge of vocabulary terms.
5. Periodically students are asked to discuss the terms with one another.
6. Periodically students are involved in games that allow them to play with the terms.

Academic Vocab Routines



- Pronounce: Guide the students in correctly pronouncing the word. Engage all students in saying the word together two or three times.
- Explain: Use language familiar to the students and provide a clear meaning of the word. If possible, provide a synonym or known phrase to solidify the connection between the new vocabulary term and student's prior knowledge.
- Provide Examples: Should be drawn from a variety of contexts, not only the one used in the reading or lesson. Students will usually need at least two or three examples of a new term to firmly grasp the meaning.

Academic Vocab Routines



- Elaborate: Provide learners an opportunity to elaborate word meanings by generating their own additional examples and nonlinguistic representations (include dramatic re-enactments)
- Assess: Incorporate regular informal vocabulary assessment into the instructional process. Assessment of vocabulary involves both formative, quick informal checking for understanding during the lesson, and summative evaluation in the form of a quiz or test.